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ABSTRACT

The school librarian or media specialist who wishes to promote educational equity through the selection of sex-fair materials is offered guidance in determining the suitability of reference sources in this fourth learning module of a continuing education program. The inadequacies of traditional resources are examined in three categories--omissions of women, sex-role stereotypes, and sexism in language and content. Specifically, general encyclopedias for children and students, biographical reference materials, and reference materials about language are explored for their sexist traits. Discussions on the counterbalancing of the omission of women, of inadequate information about women's roles and rights, and of sexism in language precede a list of 40 sources which will assist library personnel in correcting existing deficiencies in reference materials in the areas of biography, historical background and documents, art and sports, health, statistics, career guidance, rights under the law, and language. Exercises on this module are included in the accompanying activity book. (FM)

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Promoting Educational Equity Through School Libraries

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MODULE 4:

SEX-FAIR RESOURCES FOR SCHOOL LIBRARIES

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Women's Educational Equity Act Program
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Introduction

Since educational and curriculum changes in the mid-sixties focused attention on the resources of school libraries, publishers have attempted to provide a wide variety of information resources suitable for the varied interests, needs, and abilities of today's students. Suitability implies reading and interest levels appropriate for the young person using a given source and content appropriate to the child's information needs and intellectual development. These are the standards applied by most recommending and reviewing sources.

But, suitability should also mean that a given information source will contribute in a positive way to the child's intellectual and social development. To make positive contributions, sources should present balanced and accurate portrayals of how individuals from various groups participate in society. No source should be called recommended or suitable which accidentally or deliberately limits a child's understanding of history by omitting or distorting information about any group of people. If such a source is included in a school's library collection, its potentially negative influence must be deliberately counterbalanced by the purchase of other sources.

Unfortunately, many sources which omit or distort information about how women participate in society have been designated as suitable. Among these sources are a great many reference materials which are core information resources in school libraries. Librarians all too frequently purchase these inadequate reference resources but not the resources necessary to counterbalance their errors and omissions. Module 4 will help you answer two questions:

(1) How are traditional reference sources inadequate?

(2) What sources of information are available to help you correct these inadequacies?

By making these sources available and promoting their use, school media specialists and teachers will help students to develop undistorted ideas of the contributions of both women and men. But, there are not readily available and unbiased counterparts to all traditional reference materials. A discussion of how the collection and curriculum can be counterbalanced through alternate and supplemental instruction and procedures is presented in Module 5.

Part One: How are traditional reference resources inadequate?

Inadequacies in reference resources range from such obvious examples as the Jansons' History of Art for Young People (not a single woman artist is listed in the index!) to more subtle examples such as the Random House Dictionary of the English Language (of 2000 illustrative sentences, those with masculine gender words outnumber those using the feminine gender by about 3:1).[1] Reference resources, like textbooks and other materials, are inadequate when they include inaccurate, misleading, and unfair content, language, and illustrations.

Three case studies of inadequacy because of omitted or misleading information are presented in this section. The first is children's encyclopedias. The second case is a surprising one: a new biography series which was an American Library Association "Best Reference Book of 1974," but which is inadequate because so few women are included. The third is a young people's thesaurus which illustrates how sexism in language causes many dictionaires and wordbooks to be inadequate. The inadequacies of these materials are convincing evidence of the need for counterbalancing the reference collection through acquisition of alternate materials, or when necessary, through alternate and supplemental instruction and procedures.

CASE 1: General Encyclopedias for Children and Students

Students in the schools use encyclopedias for beginning research projects and background reading. Among all books, encyclopedias are assumed by many children and adults to be the most accurate and authoritative information sources. Even when teachers require that their students use several sources of information, encyclopedia articles often provide the basic organization for reports. Consequently, an encyclopedia's treatment of women and women's issues may be the treatment which children, in their own writing and thinking, give women and women's issues.

In 1973,[2] Linda Kraft analyzed five sets of children's encyclopedias recommended by the Reference and Subscription Books Committee of the American Library Association: Britannica Junior, Compton's Encyclopedia and Fact Index, Merit Student's Encyclopedia, The World Book Encyclopedia and The New Book of Knowledge: The Children's Encyclopedia. As the basis for her study she adapted categories first established by Elizabeth Burr, Susan Dunn, and Norma Farquhar in "Guidelines for the Equal Treatment of

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[1] H. Lee Gershuny, "Sexism in Dictionaires and Texts: Omission and Commissions" in Alleen Pace Nilsen et al., Sexism and Language (National Council of Teachers of English, 1977), p. 145.

[2] Linda Kraft, "Lost Herstory: The Treatment of Women in Children's Encyclopedias," School Library Journal 19 (January 1973), 26-35.

the Sexes in Social Studies Textbooks."[3] These categories include:

(1) Omissions of women (from historical events, illustrations, occupations, terminology, etc.)

(2) Sex-role stereotypes (assigning roles thought "appropriate" for men or women; depicting women exclusively or nearly exclusively as housewives.)

(3) Sexism in language and content ("girl-watching," that is commenting on women's physical attributes; glorifying males; disapproving of women who work, etc.)

While Burr et al wrote to an audience of textbook writers who wanted to comply with California state laws forbidding sexism in instructional materials, the points they discuss are useful for analyzing existing materials. Kraft's analysis revealed significant errors of omission in children's encyclopedias. Evidence of sexism and sex-role stereotypes was found in all five sets.

Your instructor will provide you with a copy of "Lost Herstory," Kraft's report of her research. As you read, use Activity 4-1 to note examples of omissions, stereotypes, and sexism. Remember, an analysis of most instructional materials would reveal the same omissions, stereotypes, and sexism. The editors of children's encyclopedias "like writers of textbooks, basic readers, and childrens fiction...reflect the traditional, prevailing social attitudes toward women's roles." (p. 35)

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READ "LOST HERSTORY" AND COMPLETE ACTIVITY 4-1

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As you examine new reference materials, you can make analyses similar to those made by Kraft. To begin with, look for evidence that the common assumptions about the differences between men and women are being communicated to children either directly or indirectly. (For review, read the charts in Module 2, pages 24 to 29. Then ask the following questions:

(1) Is visual and verbal information about women omitted? (For example, are women excluded from illustrations and content? Are the names and contributions of individual women omitted? Is it implied that only men participated in significant scientific, economic, social, cultural, and political decisions and events?)

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[3]Elizabeth Burr, et al. "Guidelines for Equal Treatment of the Sexes in Social Studies Textbooks," in Diane Gersoni-Stavn, Sexism and Youth (Bowker, 1974), pp. 326-338.

(2) Does the visual and verbal information imply sex-role stereotypes? (For example, is certain work portrayed as exclusively male or exclusively female? Are the domestic details of women's lives emphasized? Do occupational terms exclude men or women? Are certain roles for women, particularly work outside the home, disapproved of?)

(3) Is the visual and verbal information sexist? (For example, do males seem to possess the positive characteristics of foresight, imagination, and risk-taking while females are dependent on men for decisions and direction? Are the physical characteristics of women remarked upon while men's physical characteristics are omitted from mention?)

Kraft brought her answers to these questions to the attention of encyclopedia producers. How well have they revised their sets? No definitive research has been accomplished. Follow your instructor's directions to complete Activity 4-2.

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COMPLETE ACTIVITY 4-2

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CASE 2: Biographical Reference Materials

"Nobody knows her name" has been the complaint of many people who have analyzed textbooks and other school materials for their treatment of women and women's issues. As Kraft mentioned in her article on women in children's encyclopedias, women are often referred to as unnamed wives, daughters, or mothers; subsumed under masculine sounding terminology; and treated as luggage (as if they had no part in the decision making which affected their lives). The personal achievements of women are often omitted altogether from history books, which give more coverage to Martha Washington and Dolly Madison than to Elizabeth Cady Stanton and Sojourner Truth. Consequently, the biographical information about women found in reference materials can be an essential supplement to a full understanding of the varied and significant contributions of women. But, in school encyclopedias many women considered significant by other sources are omitted. A new and highly praised reference series like the McGraw Hill Encyclopedia of World Biography (McGraw Hill, 1973) would seem ideal to correct this situation.

Unfortunately, The McGraw Hill Encyclopedia of World Biography, an ALA Best Reference Book of 1974, is not as balanced in its coverage of women as some reviewers have suggested. Although the review of McGraw Hill Encyclopedia of World Biography in Booklist (July 1, 1974, p. 1161) gives

attention to the fact that certain women of contemporary importance are omitted, no systematic study of the extent and quality of coverage of women was undertaken. As a result, librarians and reference personnel have continued to assume that this is a well-balanced reference series.

A study made of six of the eleven volumes of text (Volumes 1, 3, 5, 7, 9, 11; Volume 12 is an index) seems to contradict this assumption. Answers were sought for these questions:

(1) How does the proportion of coverage of women compare to the coverage of men?

(2) What are the professions or roles of women who are included?

(3) Are there examples of sexism and sex-role stereotyping in the entries about women?

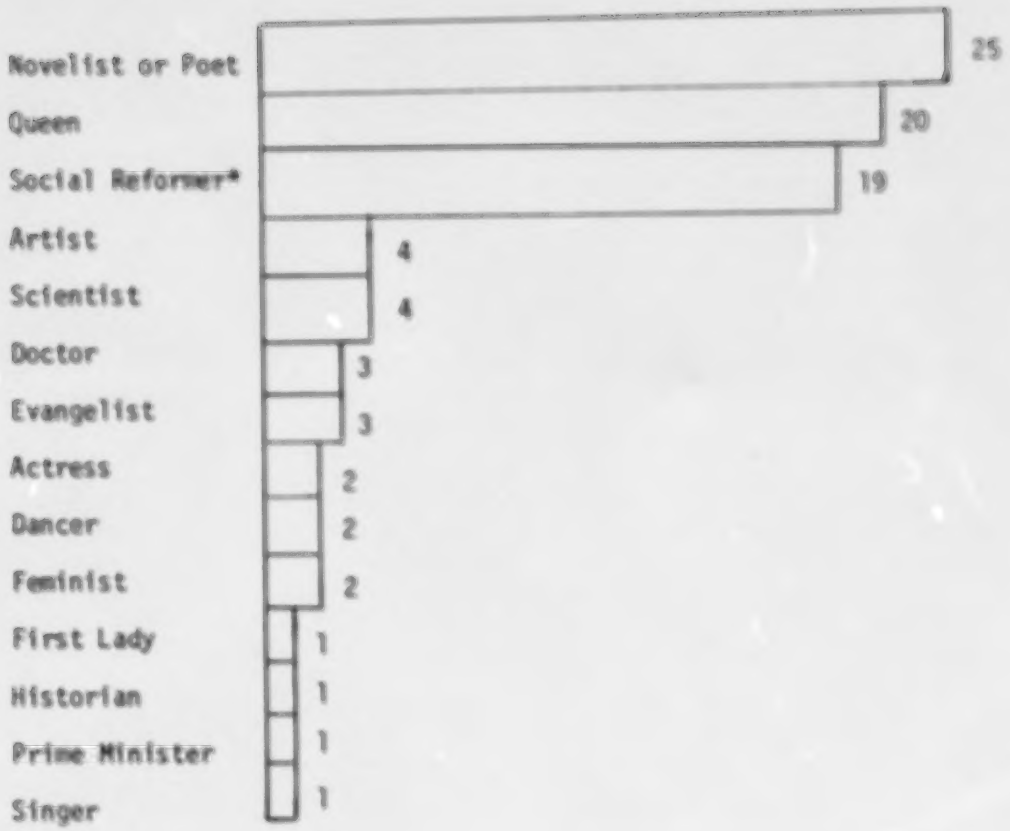
Since the total number of entries is about 5000, the total number of entries in the six volumes studied can be estimated at 2700. Eighty-eight are about women. Thus, biographies of women represent less than 4% of the total. When total page coverage in the six volumes is estimated by measuring column inches, there are 72 pages of content about women and 3363 pages about men. A little over 2% of the coverage is about women. One-eighth of the 886 contributors to the encyclopedia are women.

These figures alone are startling in a source which was intended to give fair coverage to women and minorities. Equally startling is a count of the professions or roles which the eighty-eight women represent. The table on the following page shows how the professions are distributed.

Of the twenty queens, twelve held power in their own right and eight were wives of kings or emperors in power. The majority of roles and professions held by the women could be termed sex-stereotyped: they are artists, reformers, performers, and wives. They are seldom doctors, scientists, mathematicians, or scholars. To an extent, this is descriptive of how life has been, but not to the extent which the encyclopedia implies.

Other generalizations are more difficult to make since entries reflect the style and priorities of their contributors. Most entries are fair and unbiased. But, some have characteristics of other sexist and sex-stereotyped materials. For instance, an unusual number of health problems are mentioned. Ten of the articles comment more than seems necessary on the physical attributes of women. About Hilda Doolittle, Francis Warlow wrote: "By 1911, the apprenticeship of this tall young woman, attractive in a long faced, large-eyed way, was really over." Sexual liaisons, romance, and marriage are discussed in eight articles, and in five more information about the family is given verbal or visual emphasis. Many people would find nothing wrong with this; but, the sex lives and families of men seem not to be discussed in the same proportions.

What Does She Do?[4]



*Includes teachers who have contributed to social change.

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[4]McGraw-Hill Encyclopedia of World Biography: Volumes 1, 3, 5, 7, 9, and 11 include eighty-eight entries for women.

The McGraw Hill Encyclopedia of World Biography was not studied because it was believed to be bad. On the contrary, as a new and highly praised work, the McGraw Hill Encyclopedia of World Biography could logically be assumed to be well-balanced. Yet, women are clearly under-represented. When they are included, numerous examples of sexism ("girl-watching" in particular) and sex-role stereotyping (emphasis on family relationships) can be identified.

Most collections of biographical information are similar, including the collections on school library shelves. Follow your instructor's directions to complete Activity 4-3.

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COMPLETE ACTIVITY 4-3

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CASE 3: Reference Materials About Language

Just as many students regard the encyclopedia as the most authoritative information source, so the dictionary is considered the definitive source of information about language, words, and word usage. Logically, the dictionary would seem to be one place where "pure" information could be found: information untainted by unfair or inaccurate assumptions about the human condition. But, research proves this logic false. Dictionaries, like picture books, textbooks, and children's encyclopedias, exhibit sexism and sex-role stereotyping and omit females.

The problem is greatest in picture dictionaries for young children, but general language dictionaries for adults (such as The Random House Dictionary of the English Language) are not exempt. In picture dictionaries, the extremes of sexism and stereotyping found in picture books are often demonstrated. When she analyzed picture dictionaries, Barbara Schram[5] found that:

- boys or male animals greatly outnumber girls and females.
- pictures of boys are used to illustrate otherwise neutral phrases which use the collective term children.
- boys are active doers and participate in sex-typed activities such as hiking and ball-playing.
- girls are passive observers or participate in sex-typed activities such as dancing and teaching.

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[5]Barbara A. Schram, "D is for Dictionary; S is for Stereotyping," New York, Center for Interracial Books for Children, 1976.

Less obvious problems which she found include:

- using girl's names in sentences which illustrate the use of negative adjectives or nouns (e.g., not able).

- using active verbs with males (lead, fix) and more passive verbs with females (sit, lay).

- using "prestige" words (bravery, honor, etc.) with males and less prestigious words (afraid, mixed-up, etc.) with females.

In a study of the Random House Dictionary of the English Language,[6] similar sexism and stereotyping was found. The Random House Dictionary uses sentences to illustrate word usage. Of 2000 sentences which contain either masculine or feminine nouns and pronouns or both masculine and feminine nouns and pronouns, those containing masculine gender words outnumber those containing feminine gender words by about three to one. Masculine gender words outnumber feminine gender words by about two to one. Feminine gender is associated most often with domestic activities; occupations in the world of fashion and glamour; the emotional female; and illness or weakness. Men, too, are stereotyped: males are associated twice as often with delinquency or being a "bad-guy" than with business and money (e.g., "He was hauled before the judge."). Males are also shown in specific occupations or having stereotypic male qualities such as strength and determination. In sentences with both genders, the setting is usually social or familial. Males are most often shown to be dominant (e.g., "She depends on her father for money."). In other sentences, the "war between the sexes" is repeated (e.g., "She's death on his friends from the office" or "He lets his wife lead him by the nose.").

A thesaurus series for children in grades 3 to 7, In Other Words: A Beginning Thesaurus and A Junior Thesaurus: In Other Words II (W. Cabell Greet, William A. Jenkins, and Andrew Schiller; Lothrop Lee, 1969 and 1970) has also been studied. These questions were asked about the illustrative sentences used in the series.

(1) Are masculine gender nouns and pronouns used more often than feminine? What is the proportion?

(2) Are masculine-sounding generic terms (fireman, mankind, etc.) used?

(3) Are occupations and roles sex-stereotyped?

(4) Are names of famous men or male characters used more often than names of famous women or female characters?

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[6]Gershuny, "Sexism in Dictionaries and Texts," in Sexism and Language pp. 143-159.

(5) Is male and female behavior stereotyped?

The following answers were found. In discussions about words beginning with A, B, L, M, and S, masculine gender nouns and pronouns occur twice as often as feminine gender nouns and pronouns in the beginning thesaurus and 2.33 times as often in the junior. Masculine sounding generic terms are used to refer to people in general eight times in the beginning thesaurus and twenty-two times in the junior thesaurus in sentences in the A, B, L, M, and S sections. These generic terms include congressmen, workmen, craftsmen, horsemen, and policemen.

When the occupations used in the illustrative sentences were studied, the following was found:

Number of occupations for:

	Males	Females
Beginning Thesaurus	12	2
Junior Thesaurus	46	9

In the Beginning Thesaurus, the occupations for women are mother and nurse. In the Junior Thesaurus, the occupations are mother, nurse, typist, secretary, teacher, ballerina, dancer, fortune teller, and seamstress. Male occupations range from lawyer to zookeeper to clown to historian. The Junior Thesaurus also depicts men in active, working roles outside the home fifty times and women seven times. On the other hand, women are shown in subservient or domestic roles forty-six times and men six times! The following sentence (which illustrates deal) is typical: "The owner of a store makes a deal with a customer every time he sells something to her. He gives a customer a good deal if he saves her money or if he gives her her money's worth." (p. 110, A Junior Thesaurus). Men make the transactions; women benefit from, record, or observe them.

The fourth area of analysis was the use of names of famous persons in illustrative sentences. Only one woman is named: Helen Keller. Sixteen men (or male characters) are named, from Apollo and Aesop to Theodore Roosevelt and Sir Edmund Hillary. Once again "nobody knows her name" and women are rendered invisible. While including names in a thesaurus is not relevant to the purpose of a thesaurus, including names at a ratio of sixteen males to one female does suggest something about what the people who prepared the thesauruses think about women's contributions.

The final area of analysis was the stereotyping of male and female behavior. In general, women are stereotyped as being preoccupied with domestic and social concerns and with fashion or physical appearance. They

are also depicted as shallow, changeable, and overly concerned with insignificant matters. Other images, while positive, are also stereotypes. Women were seen as achieving success in the arts (music, theater, dance). Girls were portrayed as being good students. Adult women, however, were never portrayed in professional roles.

Men, on the other hand, are often portrayed as rebels against rules and standards of behavior or propriety. Their physical size and strength are emphasized and they are portrayed at times as bullies given to acts of violence or fits of temper. This is consistent with Sansbury's findings about the Random House Dictionary. There are also many positive images of men in the two thesauruses: men are depicted as loyal, gentle, successful in intellectual matters, moderate, and sensible. Again, some of these positive views are also stereotypes.

The following totals were counted:

Images of Male and Female Behavior

	Beginning	Junior
Stereotyped, negative images of women	6	42
Positive images of women	2	7
Stereotyped, negative images of men	1	21
Positive images of men	8	14

In both editions, stereotyped, negative images are described for both sexes more often than positive images. There are many more negative and stereotyped images of females than there are of males.

When all the evidence concerning In Other Words and In Other Words II is examined, it is clear that these works, like others about language and word usage, portray stereotyped images of males and females and are unfair to females by either omitting them from consideration or by limiting the extent to which they are considered. All of this is unnecessary: sentences could convey word meanings accurately without stereotyping and unfairness. As with other kinds of unintelligent sexism, people just haven't thought about the powerful ideas conveyed by their words.

Before the next group meeting, follow your instructor's directions to complete Activity 6-C. This will give you an opportunity to see whether the results of your own research are similar to results from research on children's dictionaries, Random House Dictionary, and Green's In Other Words.

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COMPLETE ACTIVITY 4-4

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PART TWO: What sources of information are available to assist you in correcting the inadequacies of traditional reference resources?

There are many trade books available which can help to counterbalance the library's collection and the school's curriculum. These can often be identified with the help of specialized selection tools. (See Module 5 p. 18-19.) But, the special uses of the reference collection, especially encyclopedias, make it imperative that inadequate reference materials be counterbalanced and supplemented not only the circulating collection but also by some reference materials which, until now, have not been included in most collections.

In many cases, there is no reason to dispose of reference books which you find inadequate. For instance, the McGraw-Hill Encyclopedia of World Biography is inadequate in its coverage of women because of omissions and some sexism. But, the source is an excellent source of easily read biographies about many men (nearly 5000) and a few hundred women. We can supplement this source (and similarily unbalanced biography and collective biographies collections) with sources which counterbalance the idea that there have been few important women. And, while no one would seriously consider removing children's encyclopedias from the reference collection because women are often omitted from consideration, the potentially damaging influence of encyclopedias' inadequacies can be counterbalanced. This can be done through supplemental histories, biographies, and factbooks. Inadequate dictionaries and wordbooks can be counterbalanced with some newer dictionaries and new guidelines and language books.

The following pages include descriptions (in 3 x 5 card format) of forty reference materials which can supplement and counterbalance a traditional collection. These sources are particularly useful for counterbalancing omissions, inaccurate information about roles and rights, and sexism in language. Most of the sources have been recommended either in traditional reviewing media (e.g., Christine Wynar's Reference Books for School Library Media Centers) or in selective lists made available by a variety of projects whose purpose is to promote educational equity. A few are so new that no reviews or evaluations have appeared in the press.

Each description includes the following information: author, title, publisher, price in hardcover (HC) or paperback (PB), a brief annotation, and some suggestions as to how the source counterbalances or supplements traditional collections. In the upper right-hand corner of each description

is a notation which indicates which school libraries should purchase the work. EL means elementary school libraries, kindergarten through grade six; JH means junior high or upper elementary grades 6-9; and SH means senior high school, grades 9-12. When a notation appears parenthetically, it means that the source is appropriate for some media center user groups. For instance (EL)-(JH)-HS means that the source is an appropriate addition for high school libraries, but may be used by some students and faculty in the lower grades. EL-JH-(HS) implies that the material is easy reading but sufficiently high in interest and usefulness to be appropriate for some older students.

Also in the upper right-hand corner is a notation which reads: "Own___ Buy____." This can assist you in evaluating your collection, to see how many of the forty reference materials are included. Follow your instructor's directions for completing Activity 4-5, Evaluating Reference Collections.

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Complete ACTIVITY 4-5

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Counterbalancing Omissions

Among the inadequacies of traditional reference materials, the most general and pervasive is the omission of information about women. Encyclopedias, biographical resources, and special subject reference materials include few records of the identities, actions, and thoughts of women in history and contemporary society.

There are three excellent biography sources which can assist you and your students in learning the identity of women who have been omitted from history: an index, a source for older students and adults, and a source for children and young people. These are described on page 14. Adequate sources of biographical information can counterbalance the assumptions communicated by textbooks and other media. Students can learn that women have participated in a wide range of professions and activities and that, in all periods and times, the contributions of women have been crucial to civilization's survival. Students will learn these concepts when teachers and media specialists encourage them to identify women participants in important events and include these women in their research and reporting.

All reference collections also need to include--or be supplemented by--historical documents and narratives. When the intent of the school library media specialist is to provide a collection which promotes educational equity, it is crucial that the collection includes documents which communicate the thoughts and actions of people whose thoughts and actions

have not been recorded in most texts and historical materials. The sources described on pages 15 to 16 include an easy-to-read pictorial history, several documentary histories, and some collected writings. Through these resources students can learn information about women--and some men who have been excluded from consideration--through pictures, narrative, and documents.

Women are also omitted from reference materials in particular subject areas, such as art and sports. Two books to counterbalance the art collection and one to counterbalance sports are described. Another subject area, health, is one in which few young people obtain adequate information. Young women know even less about personal health care than about women in the health care professions. Several sources, each of which is potentially controversial, have been listed. Not all libraries will want to purchase these sources, but each contains information which most young people will need. These sources are described on pages 17 and 18.

Counterbalancing Inadequate Information About Roles and Rights

Most reference resources do not include adequate information about the role and rights of women within and outside the home. Several statistics sources described in this section supplement the statistics in almanacs, encyclopedias, and other reference materials and counterbalance inaccurate assumptions about the roles of women (pages 19 and 20).

Other sources which are described supplement traditional career guidance materials. Instructional materials in the areas of career guidance and personal development have been identified by educators as among the most unfair and inadequate. A reference collection which promotes educational equity can not reverse all the effects of unfair guidance materials and practices. But, students---especially young women---should be able to make choices and receive unbiased career guidance in a sex-fair reference collection. The resources listed on pages 21 and 22 will help. Finally, sources of legal information which help all people protect themselves in our society are described on page 23.

Counterbalancing Sexism in Language

As you read in Module 2, it is not possible to change or even counterbalance all the instances of sexism in language. However, an improved school dictionary, several sets of guidelines, and four books that provide useful information about sexism in language are listed on pages 24 to 27.

BIOGRAPHIES

(EL)-(JH)-HS above
Own____ Buy____

Provides access to biographical information "lost" in collective biographies.

Counterbalances assumption that only recently have women begun to make important contributions.

Ireland, Norma O. (Ed.) Index to Women of the World from Ancient to Modern Times: Biographies and Portraits. Faxon, 1970. HC: $16.00.

Index entries from 11,000 women from all times and places. Analyzes 945 collective biographies, some magazines, and a few other sources. Emphasizes circulating books and includes some works for younger readers. Arranged alphabetically, with birth and death dates, occupational information, and references to sources of information included.

EL-JH-(HS)
Own____ Buy____

Counterbalances, in easily read format, the assumption that there have been few notable women.

Provides access to biographical information "lost" in collective biographies.

Kulken, Mary Ellen. Her Way; Biographies of Women for Young People. American Library Association, 1976. HC: $25.00.

A unique biographical dictionary and index. Includes profiles of 260 women from all times and places. An annotated bio-bibliography with ratings by the author follows each profile. Works listed are suitable for pre-primary through high school. This work also includes an annotated listing of 300 collective biographies for young readers, classified listings of biographees by country and selected subjects, and a comprehensive index of 800 women included in individual and collective biographies.

HS and above
Own____ Buy____

Counterbalances assumption that there have been few important women.

Provides well-documented, scholarly articles.

James, Edward T., Janet Wilson James, and Paul S. Boyer. Notable American Women 1607-1950. The Belknap Press of Harvard University Press, 1974. HC: $75.00 PB: $25.00.

A biographical dictionary in three volumes. Documented biographies of 1379 American women. Similar in format to Dictionary of American Biography.

HISTORICAL BACKGROUND AND DOCUMENTS

EL-JH-HS
Own____ Buy____

Supplements encyclopedia and textbook coverage of women and women's issues in the United States.

Counterbalances sources of visual information which omit women.

Warren, Ruth. A Pictorial History of Women in America. Crown, 1975. HC: $7.95.

Easy-to-read (grade 5 and above) and well-illustrated (drawings and photographs). Includes information about the roles and responsibilities of Native American Women, the anti-slavery and women's rights activists of the early nineteenth century, and reform movements in which women have worked for change. The majority of the text and illustrations treats events and individuals prior to 1900.

(JH)-HS
Own____ Buy____

Supplements encyclopedia and textbook coverage.

Millstein, Beth and Jeanne Boden. We the American Women; A Documentary History. Ozer, 1977. PB: $6.95.

Explains, through narrative and documents, the legal and social status of women in various periods of U.S. history; the contributions of women; and the "roles played by the 'average' woman." A weakness is the lack of documents or narrative about minorities, especially Native Americans and Mexican-Americans.

(JH)-HS
Own____ Buy____

Supplements sources with inadequate coverage of black women.

Counterbalances assumptions about the historic roles played by black women.

Lerner, Gerda (Ed.) Black Women in White America: A Documentary History. Vintage Books, 1975. PB: $3.95.

A history in documents of black women in America, from the slave era to the present.

HISTORICAL BACKGROUND AND DOCUMENTS

(JH)-HS and above
Own____ Buy____

Counterbalances misconceptions about the movement.

Counterbalances sources of visual information which exclude women.

Papachristou, Judith. Women Together: A History in Documents of the Women's Movement in the United States. Knopf, 1976. HB: $15.95 PB: $8.95.

Includes speeches, letters, resolutions, excerpts from published works. Illustrated with many photographs, drawings, and facsimiles. The collection places the women's movement in the context with other reform movements. Emphasizes changes in status of American women.

HS and above
Own____ Buy____

Supplements well-known historic documents and memoirs by men.

Schneir, Miriam (Ed.) Feminism: The Essential Historical Writings. Vintage, 1972. HC: $8.95 PB: $2.45.

Includes fiction, letters, and personal memoirs by major feminist writers.

HS and above
Own____ Buy____

Counterbalances idea that sex-role stereotypes are damaging only to women.

Supplements essential documents on the women's movement.

Pleck, Joseph M. and Jack Sawyer (Eds.) Men and Masculinity. Spectrum, 1974. PB: $2.95.

A collection of writings about "men's liberation": new roles, changing responsibilities, expectations.

ART AND SPORTS

Counterbalances the assumption that there have been no great women artists.

(EL)-JH-HS
Own____ Buy____

North Carolina Museum of Art and the Salem Fine Arts Center. Women: A Historical Survey of Works by Women Artists. 1972. PB: $2.00.

A catalog of 87 works by more than 75 artists from the 1600s to the present. Introductory essay answers questions about women and art. Order from the Museum Store, 107 E. Morgan St., Raleigh, NC 27001.

(EL)-(JH)-HS
Own____ Buy____

Sutherland, Ann and L. Nochlin. Women Artists: 1550-1950. Knopf, 1977. PB: $8.95.

A scholarly and definitive catalog of a major exhibit mounted by the Los Angeles County Museum of Art.

Counterbalances assumption that women cannot, and should not, and do not participate actively in sports.

(EL)-JH-HS and above
Own____ Buy____

Revolution in Women's Sports (A WomenSports Reprint). September 1974. PB: $1.00.

Scholarships, legal action, the law, etc. Order from WomenSport, 1660 South Anphlett Boulevard, Suite 266, San Mateo, CA 94402.

HEALTH

Counterbalances the traditionally male-oriented medical and health-care information available to young women and adults.

HS-and above
Own____ Buy____

Corea, Gena. The Hidden Malpractice.

Discusses how the medical profession has interacted with women throughout history. Emphasizes potential dangers of male-dominated medical and surgical practice.

(EL)-(JH)-(HS) and abov
Own____ Buy____

Lanson, Lucienne. A Gynecologist Answers Questions About You and Your Body. Knopf, 1975. HB: $9.95.

Enables women to understand their own bodies and discuss problems and solutions with physicians. Question-and-answer format. Includes information about gynecological exams, birth control, sex and sexuality, etc.

Counterbalances many misunderstandings about why rape occurs and how rape should be dealt with.

(JH)-(HS) and above
Own____ Buy____

New York Radical Feminists. Rape: The Sourcebook for Women. New American Library, 1974. PB: $3.95.

Highly recommended in the reviewing media, this valuable work may be a controversial addition to many school libraries. Includes women's reactions to rapes, interpretations of what rape means in society, recommendations for feminist action. Also needs and rights of rape victims; assistance for child abuse victims; self-defense, etc.

STATISTICS

Supplements the information in standard almanacs.

(EL)-(JH)-HS and above
Own____ Buy____

Gager, Nancy (Ed.) Women's Rights Almanac. Elizabeth Cady Stanton, 1974. PB: $4.95.

A compilation of useful information including: state-by-state statistics and facts on employment, legal assistance, organizations; women in Congress, pending legislation, and politics; directory of 300 women's organizations and publications; essays on current issues; chronology; bibliography of bibliographies; etc.

EL-JH-HS and above
Own____ Buy____

U.S. Department of Commerce, Bureau of the Census. We the American Women. 1973. PB: $.45.

Statistical profile of American women. Order from SUDOCS, Washington, D. C. 20402.

(EL)-JH-HS and above
Own____ Buy____

U.S. Department of Labor, Bureau of Labor Statistics. U.S. Working Women--A Chartbook. 1975. PB: $1.75.

Order from SUDOCS, Washington, D. C. 20402.

STATISTICS

EL-JH-HS and above
Own____ Buy____

U.S. Department of Labor, Women's Bureau. Twenty Facts on Women Workers. 1975. Free.

Order from U.S. Department of Labor, Washington, D.C. 20210.

EL-JH-HS and above
Own____ Buy____

Supplements statistical sources which omit information about minority women workers (who face double discrimination).

U.S. Department of Labor, Women's Bureau. Facts on Women Workers of Minority Races. May 1974. Free.

Order from U.S. Department of Labor, Washington, D.C. 20210.

SEX-FAIR CAREER GUIDANCE

HS
Own____ Buy____

Counterbalances traditional assumptions about appropriate behavior and career planning.

Mitchell, Joyce Slayton. Other Choices for Becoming a Woman. Know, Inc., 1974. HB: $5.50.

A "feminist handbook: for high school women." Outlines choices and alternatives.

SEX-FAIR CAREER GUIDANCE

Counterbalances traditional guidance materials which channel women into non-technical careers.

HS
Own____ Buy____

McLure, Gail T. Women in Science and Technology: Careers for Today and Tomorrow. American College Testing Program, 1976. PB: $1.50.

Order from ACT, P. O. Box 168, Iowa City, Iowa 52240.

HS
Own____ Buy____

Mitchell, Joyce Slayton. I Can be Anything: Careers and College for Young Women. College Entrance Examination Board, 1975. HC: $6.50 PB: $4.50.

Order from College Board Publication Orders, Box 2815, Princeton, N.J. 08540.

HS
Own____ Buy____

Scholz, Nelle Tumlin, Judith Sosebee Prince, and Gordon Porter Miller. How to Decide: A Guide for Women. College Entrance Examination Board, 1975. PB: $4.95.

Order from College Board Publications Orders, Box 2815, Princeton, N.J. 08540.

SEX-FAIR CAREER GUIDANCE

(EL)-(JH)-HS and above
Own____ Buy____

Counterbalances assumption that women don't--or can't--do a wide variety of jobs in the world of work outside the home.

Medsger, Betty. Women at Work. Sheed and Ward, Inc., 1975. HB: $7.95.

Photographs, essays, and personal comments portray women at work--all kinds of work.

(EL)-JH-HS
Own____ Buy____

Counterbalances assumptions about what women ought to do.

Seed, S. Saturday's Child. Bantam Books, 1974. HC: $7.95. PB: $4.95.

Thirty-six women photographed and interviewed about their work in "non-traditional" occupations.

RIGHTS AND THE LAW

(EL)-(JH)-HS and above
Own____ Buy____

Supplements more general presentations on the subject.

Counterbalances the assumption that women have been treated equally under the law.

Ross, Susan C. The Rights of Women: The Basic ACLU Guide to a Women's Rights. Sunrise/Dutton, 1973. HC: $7.95.

Legal problems and rights of women related to employment, education, sexual abuse, prostitution, criminal cases, etc. Includes state laws, sources of legal aid, a directory of women's organizations, and steps to be taken to make a name change. Part of ACLU Handbook series.

RIGHTS AND THE LAW

(EL)-(JH)-HS and above
Own____ Buy____

U.S. Department of Health, Education, and Welfare, Office of Education. Final Title IX Regulations Implementing Education Amendments of 1972 Prohibiting Sex Discrimination in Education. July 1975. Free.

Order from SUDOCS, Washington D.C. 20402.

(EL)-JH-HS and above
Own____ Buy____

Counterbalances false assumptions about ERA.

National Organization of Women. The Equal Rights Amendment: What Does It Mean to You? 1974. Free.

Order from NOW Public Information Office, 1266 National Press Building, Washington, D.C. 20045. Outlines benefits for men and women of ERA.

(EL)-(JH)-HS and above
Own____ Buy____

American Civil Liberties Union, Women's Rights Project. Sex Discrimination in Athletics and Physical Education. 1975. PB: $1.50.

Packet of materials to help fight illegal sex discrimination. Bibliography. Order from Women's Rights Project, ACLU, 22 East 40th St., New York, N.Y. 10016.

LANGUAGE AND WORDBOOKS

Counterbalances stereotyping in many school dictionaries.

EL-JH
Own____ Buy____

American Heritage School Dictionary. Houghton Mifflin, 1972. HC: $7.95.

For grades 5-8, this dictionary was produced with the aid of a computer. Defines sexism (the first dictionary to do so) and MS. Uses non-sexist and anti-sexist illustrative sentences.

Counterbalances sexist language promoted in many grammar texts by suggesting alternatives. This and the next five sources listed will help both students and school personnel use language which treats the sexes equally.

EL-JH-HS and above
Own____ Buy____

Guidelines for Creating Positive Sexual and Racial Images in Educational Materials. Macmillan Publishing Co., 1975. (Available from the publisher; 866 Third Avenue, New York, NY 10022.)

EL-JH-HS and above
Own____ Buy____

Guidelines for Equal Treatment of the Sexes. McGraw-Hill Book Company, 1972. (Available from the publisher; 1221 Avenue of the Americas, New York, NY 10022. Reprinted in Elementary English 52 (May 1975): 725-733).

LANGUAGE AND WORDBOOKS

EL-JH-HS and above
Own____ Buy____

Guidelines for Improving the Image of Women in Textbooks. Scott, Foresman, and Co., 1972. (Available from the publisher; 1900 East Lake Avenue, Glenview, IL 60025.)

EL-JH-HS and above
Own____ Buy____

Guidelines for Nonsexist Use of Language. Prepared by the American Psychological Association Task Force on Issues of Sexual Bias in Graduate Education. American Psychologist (June 1975): 682-684.

EL-JH-HS and above
Own____ Buy____

Guidelines for the Development of Elementary and Secondary Instructional Materials. Holt, Rinehart and Winston School Department, 1975. (Available from the publisher; 383 Madison Avenue, New York, NY 10017.)

LANGUAGE AND WORDBOOKS

EL-JH-HS and above
Own____ Buy____

" He Is Not 'She.'" Westside Women's Committee. (Available from the publisher; P. O. Box 24020, Village Station, Los Angeles, CA 90024.)

Supplements information in textbooks about language and language use. This and the three sources which follow help teachers and other students to better understand how we use language and what ideas the language we use reflects.

(EL)-(JH)-HS and above
Own____ Buy____

Lakoff, Robin. Language and Woman's Place. Harper and Row, 1975. PB: $2.25.

(EL)-(JH)-HS and above
Own____ Buy____

Miller, Casey and Kate Swift. Words and Woman: New Language in New Times. Anchor, 1976. PB: $7.75.

LANGUAGE AND WORDBOOKS

(EL)-(JH)-HS and above
Own____ Buy____

Nilsen, Alleen, Haig Bosmajian, H. Lee Gershuny, and Julia P. Stanley. Sexism and Language. NCTE, 1977. PB: $5.95.

(EL)-(JH)-HS and above
Own____ Buy____

Thorne, Barrie and Nancy Henley. Language and Sex: Difference and Dominance. Newbury, 1975.